



NeMTSS



NeMTSS
FRAMEWORK



“Q and A” for School Psychologists: A Deep Dive into the NeMTSS Framework

September, 2019

NeMTSS Implementation Support Team is funded by the Nebraska Department of Education, Project # 19-96-0011-4415-P-62 (USDE Grant #H027A027170079). Contents do not necessarily represent the policy of NDE or USDE, and no endorsement should be assumed.

Objectives

- ★ Participants will explore the shift in practice in the field of School Psychology as it relates to the NeMTSS Framework
- ★ Participants will review and provide feedback on the School Psych Q and A Document
- ★ Participants will understand the Essential Elements of MTSS Implementation and NeMTSS Framework as they relate to the Q and A Document
- ★ Participants will review and understand implementation science as it relates to this shift in practice
- ★ Participants will have an opportunity to generate additional questions/topics for future clarification to inform practice and implementation of NeMTSS



Nebraska MTSS (NeMTSS)



Our Philosophy:

NeMTSS empowers educators to support and prepare students for success by systematically delivering a range of high-quality instruction in a positive school culture to meet academic and behavior needs of ALL students.



NeMTSS Defined:

MTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

NDE Definition of Equity...



“Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity”

Multi-Tiered System of Support (NeMTSS)

For some, the Framework is a major shift in thinking...

...For others, the Framework represents a shift that aligns with desired practice

“When we are no longer able to change a situation - we are challenged to change ourselves.”

– Viktor Frankl



Change and Evolution of School Psych Practices...

- ★ Efforts to quantify and identify underachieving students have been evident long before the protections and provisions of PL-94-142
- ★ Following PL-94-142, specific methodology begins to emerge:

Examples of LD verification methods in the 80's...

- Deviation from Grade Level
- Expectancy Formula
- Standard Score Comparison
- Regression Analysis



Shift to More Consultative Model:

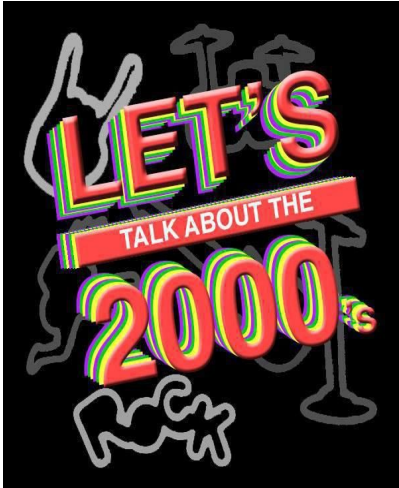
- ★ EXAMPLE: School Psychologist Prep in the 90's
(Courses from NASP Accredited Program)



- Field Experience: Therapeutic Intervention
- School Psychologist: **Consultation**
- Field Experience: **Consultation**
- **Individual Planning** for the Exceptional Child
- Theory and Research of Human Learning



Continued Shift away from Isolated Testing & “One Dimensional” Practices...



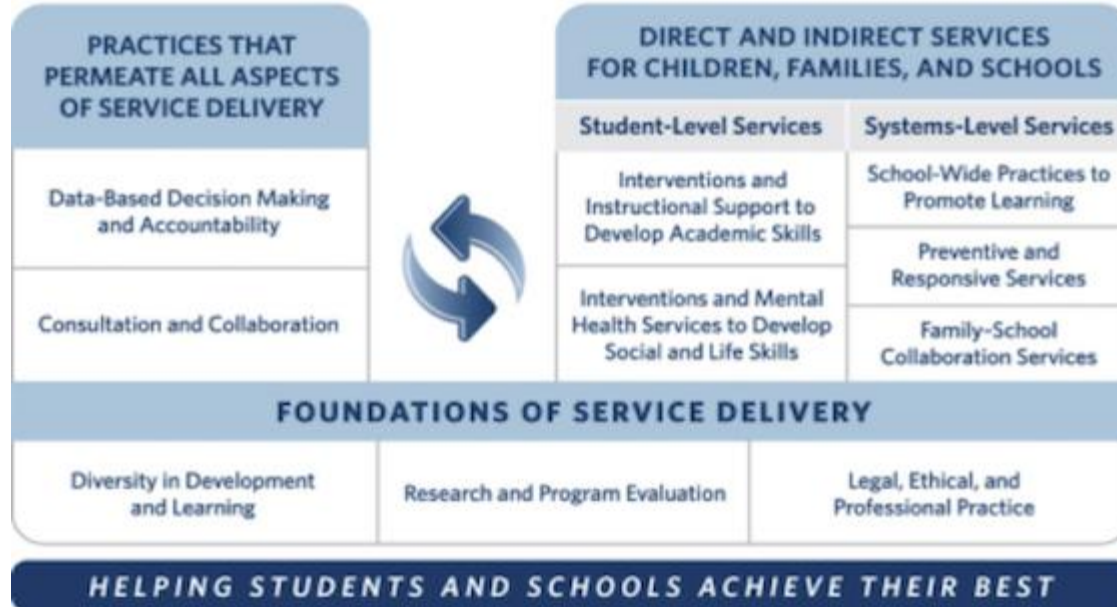
- ★ More Sophisticated Evaluation Tools
- ★ Meaningful changes with IDEA reauthorization(s)
- ★ President’s Commission on Excellence in Special Education (2002)
- ★ Shift to identification of intricate nuances of cognitive assessment results (e.g., enhanced profile analysis)
- ★ Professional Learning Communities, Problem Solving Teams
- ★ Response to Intervention (2004)
- ★ NASP Practice Model (2010)



FHSU

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists



School Psychologists
(and Teachers/Staff)
no longer need to feel as though
they are on an ISLAND!



2019 and Beyond...

Continued Shifts and Changes to the Practice of School Psychology (MTSS)



NeMTSS School Psychologist Q and A Document Review

Q and A Document



NeMTSS Framework Document

<http://nemtss.unl.edu/nemtss-content/uploads/2018/08/NeMTSS-Framework.pdf>



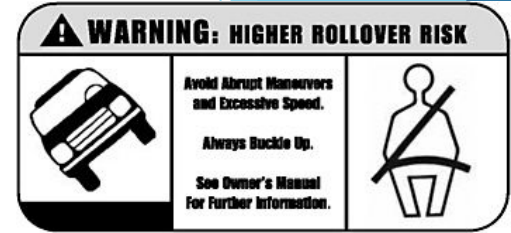
NeMTSS
FRAMEWORK

Essential Elements of a Multi-tiered System of Supports

- ▶ Shared Leadership
- ▶ Communication, Collaboration, and Partnerships
- ▶ Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment
- ▶ Building Capacity/Infrastructure for Implementation
- ▶ Layered Continuum of Support
- ▶ Data-Based Problem Solving and Decision Making



Creating a Sustainable System of Support



Where are you after hearing all of this?



Survey Link

[https://forms.gle/3rFVEx5EFF3GqU](https://forms.gle/3rFVEx5EFF3GqUCBA)
CBA

Questions?

Kristy Feden,
Ed.D.

kfedden@esu3.org

George Toman,
Ed.S.

gtoman@esu13.org

